



SHENFIELD HIGH SCHOOL

GOVERNORS' HANDBOOK

2022-23

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ABOUT SHENFIELD HIGH SCHOOL

Shenfield High School provides learning for life. This focus underpins everything we do. Founded in 1962, our school has a deep-rooted tradition of providing a rounded educational experience for students supported by a strong set of values. In a rapidly changing world this is of vital importance.

At Shenfield High School we encourage everyone to have the highest expectations of themselves and each other so that learning is always at the centre of what we do. We know that students need to feel comfortable and secure in order to be the best they can be and so we focus on creating a supportive and happy environment. We aim to know our students and know them well.

We are a confident, ambitious and purposeful school. We emphasise high aspirations, mutual respect and learning as a lifelong journey. We have spirit and are Team Shenners.

We lead with our values. The core principles which underpin our school are:

***RESPECT
RESPONSIBILITY
COMMUNITY
SUCCESS
LEARNING FOR LIFE***

We want our students to:

Show respect for themselves and others

Be curious and develop the skills they need to become lifelong learners

Be responsible, caring and ready to make a positive contribution to our community

Be emotionally and physically healthy with a strong sense of self worth

Be the best they can be, reaching their goals and achieving success

SHENFIELD HIGH SCHOOL'S STRATEGY

The school's focus is on improving all aspects of school performance. The school continues to develop the curriculum as the model of progress, support student well-being, ensure behaviour continues to improve, ensure whole school attendance is at least in line with national and that the attendance of our PP and SEND students is in line with their peers. We are implementing a three year pupil premium strategy with the aim of closing the disadvantaged gap. There has been and will continue to be a focus on analysing the impact on learning due to the pandemic and taking remedial action where necessary. Governors are aware of the current financial challenges due to significant inflationary pressures particularly with energy costs and will continue to monitor the budget closely and ensure value for money.

The school has continued to grow and in response to this demand our PAN for year 7 is now 240. However applications exceed this figure such is the popularity of the school. The school therefore continues to be in demand. The school has developed highly regarded and successful specialisms in both Performing Arts and Sport. Our current admissions code following extensive consultation has been revised to reflect the demand for both specialisms so that 10% of the school's intake (24 students) are accepted on the basis of aptitude in one of the two specialisms.

The school has a thriving and successful sixth form with a significant number of applications from both internal and external candidates. The popular sixth form has a strong reputation for pastoral support and teaching excellence that sees both those who have been students at Shenfield in KS3 and 4 and those who join the school in year 12, settle quickly and demonstrate a high degree of both academic and personal success. There are a wide range of subject choices for students encompassing both A levels and BTEC.

Our strategic focus remains whole school improvement. This focus encompasses the emotional and mental wellbeing of our students as well as their academic achievements.

The emphasis on strengthening the quality of teaching across all subjects and thereby maximising students' opportunities to make good progress has been, and continues to be, the foremost strategy. In parallel, we will continue to support the unique offers of the School:

- Cricket and Football Sporting Academies, offering a strong mix of academic study and professional coaching at KS5 for both girls and boys
- A Junior Sports Academy, from KS3, offering a broad range of sporting and other opportunities to develop wellbeing and life skills, such as team leadership, alongside an academic curriculum
- A Performing Arts Academy at KS5, offering professional support for those with dance, acting and musical talents and aspirations, alongside an academic curriculum
- Access to these enhanced specialisms from Year 7 for a number of students admitted on aptitude
- An on-site vocational offer that provides opportunities for those for whom mainstream education can provide a challenge. The Gateway focuses on ensuring that students are supported in being able to follow the curriculum even when they cannot be within mainstream classes due to mental health and well-being issues.
- A cadet force, which, since November 2018, has been affiliated to the 7th Parachute Regiment Royal Horse Artillery, providing students with opportunities to develop wide-ranging life skills and to gain experience and expertise in areas such as engineering, with the potential career paths that follow
- STEM club.

Staff restructuring and development of the school's senior leadership team has enabled further development of the School's improvement strategy. An enhanced leadership team has enabled:

- outreach support to primary schools in English and Maths, to try to ensure that students joining the School in Yr7 make good progress from the outset, tackling the issues raised in Ofsted's report "KS3 The Wasted Years".
- PREP (to replace homework) is now a unique and embedded feature of the school. The Curriculum as the Model of Progress (to further develop the school's practice) and revision of KS3 assessment to be based on subject requirements rather than performance in KS2 SATs. The Thinking Reading project is designed to improve literacy and therefore learning outcomes and to ensure that every child is reading to at least their chronological age. The school has also introduced a catch up numeracy programme, Future Writers and Bedrock vocabulary as initiatives to run alongside Thinking Reading. The combination of these initiatives is seen as a way to secure step

change in the School's overall performance. Our school has grown significantly in numbers without compromising our ethos of each child known and known well. No child is invisible at our school. The assessment regime should enable early identification of students needing additional support in subject areas before KS4, improving their chances of success at GCSE; it enables assessment against subject-specific requirements rather than against what was achieved in KS2 in English and Maths. Our PREP policy supports our strategy to develop students as independent learners who are prepared for the rigours of the GCSE and A level courses because they have learnt the necessary skills in KS3.

- to maintain the number of Designated Safeguarding Leads to provide support to our dedicated pastoral team. The school has a richly developed pastoral system with the objective that every child is known and known well. As the school has grown structures have been enhanced with Heads of Year being appointed for all years from Y7 to Y13. Governors have made a strategic decision to protect the very strong and highly regarded pastoral offer the School has. This comes at great cost; the work is challenging and places major emotional demands on the excellent staff who work in this area. It has a large financial cost, which other schools have chosen not to meet, reducing their pastoral offer accordingly. As such, Shenfield High School has become ever more attractive to parents whose children face challenges, and, for example, we have a higher proportion of students with special needs and EHC Plans than other Essex schools generally. As a result, it also risks our performance against key Government accountabilities in terms of student outcomes. However, governors believe strongly that our ethos is to provide a truly comprehensive education and the rewards for this approach can be seen in the number of our students with challenges who go on to exceed expectations.
- a strong emphasis on continuous professional development for our staff, both teaching and support to support the quality of teaching. Staff turnover is low and this is critical in the face of the continuing challenges in teacher recruitment and recruitment generally. Governors recognise the importance of supporting staff wellbeing.

This strategy is delivered through the School's Strategic Improvement Plan, supported by detailed operational team plans.

In 2018 Ofsted judged the school to be good and confirmed that the school had maintained the good quality of education seen in the 2014 inspection. Safeguarding was considered a strong aspect of the school and OFSTED observed that the highly effective pastoral system ensures that "every child is known and known well" Inspectors commented favourably on the curriculum innovations notably the redesigning of what pupils learn in the KS3 curriculum. The community now have great faith in the quality of education provided with the result that the school is over subscribed. This was the best indicator we could have had that our strategy was the right one and was producing the results we need. For a more detailed report on School performance, see the latest Annual Report and Accounts on our website. However, as Governors, we cannot be complacent and we monitor student progress regularly as part of our governance responsibilities, to ensure that improvement is not only sustained but grows.

THE SCHOOL'S GOVERNANCE

The School, as an Academy, is a company limited by guarantee which is registered at Companies House and a Trust.

Its Governing Body are directors of the company, and one of the body, the Chair also serves as a member of the company. In recognition of the importance of maintaining objectivity and in the light of the strong preference expressed by government for there to be a degree of separation between members and trustees, four other members are not governors. The Company's Articles of Association (**Appendix A**)

<http://www.shenfield.essex.sch.uk/downloads/content/Articles%20of%20Association.pdf> and the Academy's Funding Agreement with the ESFA (a copy of this can be found on the school website) are the governing documents for the School. Governors are also trustees of the Trust.

The Governing Body is the school's accountable body. It is responsible for the conduct of the school and for promoting high standards. The Governing Body aims to ensure that students are attending a successful school which provides them with a good education and supports their well-being.

The Governing Body

Sets the strategic direction of the School by:

- Setting the values, aims and objectives of the school
- Agreeing the policy framework for achieving those aims and objectives
- Setting statutory targets
- Agreeing the school improvement strategy which includes approving the budget and agreeing the staffing structure

Holds the Headteacher to account, challenging and supporting by monitoring, reviewing and evaluating:

- The implementation and effectiveness of the policy framework
- Progress towards targets.
- The implementation and effectiveness of the school improvement strategy

Overseeing the School's financial performance

- Monitoring performance against the budget and cash flow forecasts
- Making strategic decisions in relation to staffing and capital projects
- Approving procurement and contracting where value of purchase/contract requires
- Ensuring the School remains a going concern

For governing bodies to carry out their roles effectively, governors must be:

- prepared and equipped to take their responsibilities seriously
- acknowledged as the accountable body by the lead professionals
- supported by the appropriate authorities in that task
- willing and able to monitor and review their own performance

In law, the governing body is a corporate body which means:

- no governor can act on their own without proper authority from the full governing body
- all governors carry equal responsibility for decisions made
- although appointed through different routes, the overriding concern of all governors has to be the welfare of the school as a whole

The Education and Skills Funding Agency (ESFA), which provides funding for academies and reports to the Department for Education, sets out its expectations of governors in Annex A to its handbook which can be found here [Academy Trust Handbook 2022 Academies Financial Handbook](#)

THE GOVERNORS' CODE OF CONDUCT

The Funding Agreement sets out the general principles of the levels of behaviour and propriety expected of a governor, including how potential conflicts of interest should be managed. However, detailed expectations are contained in the code of conduct at **Appendix B** to this handbook, which governors will agree to abide by annually.

GOVERNING BODY MEETINGS AND SUB-COMMITTEES

The Full Governing Body meets for formal meetings a minimum of four times a year and there is a further meeting to discuss strategic direction and develop strategic plans.

While the Governing Body has overall responsibility for the success of the School, detailed challenge and support work is carried out via a number of sub-committees. The Governing Body also has some statutory responsibilities, which include reviewing the Head's decision to permanently exclude a student and acting in relation to staff discipline issues. Membership of the Committees is at **Appendix C**.

The Committees supporting the work of the School are:

Standards and Performance Committee – taking responsibility for reviewing the data and monitoring the progress of students in the School in line with the School Improvement Plan. This Committee holds the Senior Leadership Team to account not only for student progression but also for the quality of teaching and the management of behaviour, attendance and student welfare. It meets on average three times a year. Its Terms of Reference are **Appendix D**.

Resources Committee – this incorporates the traditional responsibilities of an Audit Committee. It reviews the detail of the financial and premises management of the School and provides advice to the Governing Body on the statutory accounts. It reviews the proposed budget for the following academic year and makes recommendations to the Governing Body. It also appoints and is advised by external auditors. It receives reports on Health and Safety management and one of the member governors works with officers on the School's Health and Safety Committee. Its responsibilities relate to the staffing structure of the School, staffing policies and issues such as recruitment, retention and performance management. It meets five times a year. Its Terms of Reference are **Appendix E**.

Pay and Headteacher's Appraisal Committees – receives and reviews the Head's recommendations on staff pay, interrogating individual performance to ensure that any recommendations reflect the impact of that performance. It has delegated authority to make decisions on the pay of the Senior Leadership Team. It undertakes appraisal of the Head's own performance, employing an independent assessor to provide evidence based on interviews with staff, setting performance objectives for the academic year, providing the Head with feedback on her performance and deciding upon any performance related pay award, again exercising delegated authority. It reports decisions taken to the Governing Body. Pay Committee meets twice a year once in the Autumn and once in the Spring. The Headteacher

Appraisal Committee meets annually in the Autumn term. Terms of Reference are **Appendix F**.

Students' Discipline Committee – three members of this Committee will sit to review the Head's decision to exclude a student permanently. They may also be involved in early intervention strategies with individual students, with the aim of reversing deteriorating behaviour and avoiding permanent exclusion. It meets as necessary. Its Terms of Reference are **Appendix G**.

Staff Hearings and Appeals Panel – considers cases and hears appeals where required by the School's staffing policies, for example, in relation to grievance, discipline or capability. It meets as necessary. Its Terms of Reference are **Appendix H**.

Pay Appeals Committee – hears appeals against a Pay Committee decision. It meets as necessary. Its Terms of reference are **Appendix I**.

The Chair of Governors meets the Head regularly to receive updates, provide support, advice and challenge.

Governor dates for the calendar can be found at Appendix J.

IN-SCHOOL VISITS BY GOVERNORS

Governors have a responsibility to spend some time in School each year, either alone or as part of the team.

Teams of governors usually visit for a full day at least once a term and follow a programme of activities which will enable them to monitor School life and identify evidence that supports the Head's reports to Governors on progress against the School Improvement Plan. This might include observing lessons, talking to individual members of staff and meeting student groups. All Governors are expected to attend at least one of these visits a year.

Other visits include for example those undertaken by the Governor with responsibility for Health and Safety to review the premises or the Safeguarding Governor to review safeguarding processes and records.

Governors are encouraged to attend awards' ceremonies, performing arts events, exhibitions and key sports fixtures.

Governor dates for the calendar can be found at Appendix J.

MEMBERSHIP OF THE GOVERNING BODY

The size and structure of the Governing Body is set out in the Articles of Association, which says the Governing Body should consist of:

A minimum of 2 parent governors

Up to 8 governors appointed by the Members

Up to 3 governors co-opted by Governors

No more than one third governors to be staff

The Headteacher (ex officio)

The total number of governors should be not less than 3 and not more than 20.

Parent governors are voted for by the parents/carers of students in the School after vacancies are advertised. Teacher governors and support staff governors (of whom there is usually one of each) are similarly voted for by teachers in the School in the former instance and support staff in the latter.

Other governors are recruited by various routes and can be appointed either by members or up to three governors can be co-opted by governors who are themselves not co-opted.

GOVERNOR TRAINING

The School subscribes to the learning and development programme provided by Juniper and a number of online training resources are also available. We subscribe to the NGA and The Key for School Governors. All new governors are expected to attend the induction training provided by Juniper. All new governors in line with KCSIE 2022 are required to undertake safeguarding training upon appointment. All governors are expected as safeguarding is everyone's responsibility to undertake safeguarding training regularly. At least three governors have received safer recruitment training. This ensures the Body has a sufficiently large pool of trained people who can deal with what are highly sensitive issues, if necessary. All governors are encouraged to attend courses to build their knowledge and expertise. A comprehensive governor training programme based upon the courses offered by the NGA has been put together and a bespoke training programme for individual governors has been introduced. Governors with particular responsibilities, for example, as designated safeguarding governor or the Health and Safety governor must attend relevant training linked to their roles. There is one governor designated as the Body's training link governor, who organises one evening training session per term, on issues of particular relevance to the Body and the School at that time, held in School, which all governors are expected to attend. Full records of all governor training are maintained by the governance professional.

GOVERNING BODY EVALUATION

The Governing Body will review its performance at least every second year, monitoring its progress against its own action plan, identifying and taking any necessary remedial steps to improve its performance, including meeting any governor training or development needs. In addition an annual skills audit is conducted at the start of every academic year to determine if there are any gaps in skills which can then be addressed either by recruitment or governor training. An annual Chair's Appraisal takes every academic year. The Governing Body have also agreed to commission an external review of governance during the current academic year.

GOVERNORS' RESPONSIBILITIES FOR THE SCHOOL DAY AND SCHOOL TERMS

The Governing Body will determine:

- the times at which the School begins and finishes each day, together with the lunch period; and
- the dates and times at which the School terms are to begin and end, including the dates of half term, INSET days and any other breaks, subject to the School Teachers' Pay and Conditions.

In doing so, the Governing Body will take into account any views of the Standards and Performance Committee.

The Governing Body accepts the recommendation of the Secretary of State for Education that Years 7, 8 and 9 will receive a minimum of 24 hours of teaching and Years 10 and 11, a minimum of 25 hours, not including time for collective worship, registration and breaks. Appropriate time will be made for these. The Standards and Performance Committee will consider any proposals for the changing of established times at their last meeting in the Spring Term to make recommendations to the Governing Body at their last meeting of the same term.

Appendix A <https://www.shenfield.essex.sch.uk/assets/Uploads/Articles-of-Association-2022.pdf>

Appendix B

Code of Conduct for the Governing Body SHENFIELD HIGH SCHOOL

The governing body has adopted the following principles and procedures:

Purpose of the governing body

The governing body is the key strategic decision making body in the school, setting the strategic framework and ensuring it meets all its statutory duties. Raising achievement is at the heart of a governing body's strategic role; every child has the right to attend a good school.

The governing body has the following core strategic functions:

Establishes the strategic direction by:

- setting the vision, values, and objectives for the school
- agreeing the school improvement strategy with priorities and targets
- meeting statutory duties

Ensures accountability by:

- appointing the headteacher
- monitoring progress towards targets
- performance managing the headteacher
- engaging with stakeholders (parents & pupils)
- contributing to school self-evaluation

Ensuring financial probity by:

- setting the budget
- monitoring spending against the budget
- ensuring value for money is obtained
- ensuring risks to the organisation are managed

For governing bodies to carry out their roles effectively, governors must be:

- prepared and equipped to take their responsibilities seriously
- acknowledged as the accountable body by the lead professionals
- supported by the appropriate authorities in that task
- willing and able to monitor and review their own performance

The role of a governor:

In law, the governing body is a corporate body which means:

- No governor can act on his/her own without proper authority from the full governing body.
- All governors carry equal responsibility for decisions made.
- Although appointed through different routes, the overriding concern of all governors has to be the welfare of the school as a whole. Governing bodies should be alert to the risk of becoming dominated by one particular mind-set or strand of opinion.

As individuals on the governing body, we agree to the following:

Role & Responsibilities

- We understand the purpose of the governing body and the role of the headteacher.
- We are aware of and accept the Seven Nolan Principles of Public Life (see Appendix).
- We accept that we have no legal authority to act individually, except when the governing body has given us delegated authority to do so, and therefore we will only speak on behalf of the governing body when we have been specifically authorised to do so.
- We accept collective responsibility for all decisions made by the governing body or its delegated agents. This means that we will not speak against majority decisions outside the governing body meeting.
- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- We will consider carefully how our decisions may affect the community and other schools.
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school. Our actions within the school and the local community will reflect this.
- We will always use social networking sites responsibly and ensure that neither our personal/professional reputation, nor the school's reputation is compromised by inappropriate postings.
- We will promote tolerance of and respect for those of different faiths and beliefs, races, genders, ages, disability and sexual orientation.
- In making or responding to criticism or complaints affecting the school we will follow the procedures established by the governing body.
- We will support the headteacher and senior leadership team but challenge their expectations and hold them to account for school performance.

Commitment

- We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the governing body and accept our fair share of responsibilities, including service on committees or working groups.
- We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to do so.
- We will get to know the school well and respond to opportunities to involve ourselves in school activities.
- We will visit the school, with all visits to school arranged in advance with staff and undertaken within the framework established by the governing body and agreed with the headteacher.
- We will demonstrate commitment to our individual and collective needs for training and development, and will undertake relevant training to develop knowledge and skills and keep them up to date
- We accept that in the interests of openness and transparency, our names, terms of office, details of positions of responsibility on the governing body, category of governor and the body responsible for appointing us will be published on the school's website.

Relationships

- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in our communications with other governors.
- We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
- We are prepared to answer queries from other governors in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
- We will seek to develop effective working relationships with our headteacher, staff and parents, the local authority, and other relevant agencies and the community.

Confidentiality

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside and outside the school.
- We will exercise the greatest prudence at all times when discussions regarding school business arise outside a governing body meeting.
- We will not reveal the details of any governing body vote.

Conflicts of Interest

- We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing body's business in the Register of Business Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time. We accept that the Register of Business Interests will be published on the school's website.
- We will also declare any conflict of loyalty at the start of any meeting should the situation arise.
- We will act in the best interests of the school as a whole and not as a representative of any group, even if elected to the governing body.

Breach of this Code of Conduct

- If we believe this Code has been breached, we will raise this issue with the chair and the chair will investigate; the governing body will only use suspension as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- Should it be the chair that we believe has breached this code, another governor, such as the vice chair will investigate.

Governors will sign the Code of Conduct at the first governing body meeting of each school year.

The Governing Body of Shenfield High School adopted this Code of Conduct on 22nd September 2022.

Undertaking:

As a member of the governing body I will always have the achievement and well-being of the children and the reputation of the school at heart; I will do all I can to be an ambassador for the school, publicly supporting its aims, values and ethos; I will never say or do anything publicly that would embarrass the school, the governing body, the headteacher or staff.

Signed:

Printed Name:

Date:

The Seven Principles of Public Life

(Originally published by the Nolan Committee)

Selflessness - Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.

Integrity - Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

Objectivity - In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

Accountability - Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

Openness - Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

Honesty - Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership - Holders of public office should promote and support these principles by leadership and example.

The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations.

Appendix C

GOVERNORS' COMMITTEES

<p>RESOURCES (minimum of 5 and the Headteacher)</p> <p>Katharine Boulton (Chair) Jane Swettenham Vicki Noonan Lynn Smith Andy Williams</p> <p><i>Clare Costello Headteacher</i> <i>Stuart Roberts CFO/COO</i> <i>Dawn Matthews</i> <i>Laura Smith (Clerk)</i></p>	<p>STANDARDS & PERFORMANCE (minimum of 3 including one parent, one staff and the headteacher)</p> <p>Julian Beard (Chair) David Churchill Jo Gray Clare Hoddy Stuart Roberts Karuna Shaunak-Hobbs Jane Swettenham</p> <p><i>Clare Costello</i> <i>Jonathan Sands</i> <i>Jane Martin</i> <i>Christine Watson (Clerk)</i></p>
<p>PAY (Chair and minimum of 3 others)</p> <p>Jane Swettenham (Chair) Katharine Boulton David Churchill Lynn Smith Julian Beard</p> <p><i>Clare Costello</i> <i>Karen Whordley (Clerk)</i></p>	<p>STUDENT DISCIPLINE (minimum of 3)</p> <p>Katharine Boulton David Churchill Jane Swettenham Lynn Smith</p>
<p>STAFF APPEALS Membership determined at time of convening of Panel, in accordance with Terms of Reference</p>	<p>PAY APPEALS Membership determined at time of convening of Panel, in accordance with Terms of Reference</p>
<p>HEADTEACHERS APPRAISAL PANEL (the Chair and minimum two others)</p> <p>Jane Swettenham (Chair) Julian Beard Katharine Boulton David Churchill</p>	<p>OTHER GOVERNOR RESPONSIBILITIES</p> <p>Safeguarding & Attendance-Julian Beard Governor training - Katharine Boulton Health & Safety- Andy Williams Inclusion - David Churchill Diversity - Vicki Noonan CCF - Jane Swettenham Careers- Jo Gray</p>

Note: Italic demote non-voting member

Appendix D School Standards and Performance Committee

Membership: Minimum of three Governors including at least one staff Governor, one parent

Governor and the Headteacher. The Deputy Headteacher(s) as relevant to be in attendance.

Chairmanship: Any other Governor excluding the Headteacher and any staff Governor.

Clerk: SLT PA

Quorum: Three Governors.

Frequency of Meetings: Three times in an academic year.

Minutes: To be circulated to the members of the Committee and to the Governing Body.

Terms of Reference

1. To review data and information provided by the Senior Leadership Team to monitor the School's progress towards attainment targets, targets set in the School Improvement Plan and goals set as a result of Ofsted inspections. Such data to be sourced as appropriate and to include ASP, ALPS and ISDR data.
2. To monitor the performance of minority groups of students in the school, for example by ethnicity, SEND status and vulnerable groups.
3. For as long as remains appropriate, to monitor the value the school provides for the additional funds for students on Free School Meals and those on the Looked After register (Pupil Premium Funding).
4. To report to the Full Governing Body on the outcome of the Committee's monitoring, alerting the Body to particular elements of improvement progress and recording any concerns.
5. For as long as remains appropriate, to review the school's curriculum policy on a regular basis to ensure that it is complying with the national curriculum, the legal requirements in relation to the daily act of collective worship, the delivery of an agreed RE and PHSE syllabus, the provision of relationships sex education and political education, and that the 20% of the curriculum determined by the school is in accord with the Governors' wishes and the aims of the school.
6. To ensure that teaching programmes are:
 - free of any form of indoctrination;
 - comply with equal opportunities legislation; and

- attend to any special educational needs of pupils being taught in the school.
7. To ensure that only syllabuses and qualifications recognised by the Secretary of State are followed in the school and that pupil assessments and records are kept up-to-date.
 8. To monitor and advise the Governing Body on the school's policy on school visits involving pupils and on Governors' visits to the school.
 9. To monitor and advise the Governing Body on policies in support of student welfare and expectations. This would include safeguarding, attendance, management of behaviour and student support.
 10. To oversee and review the school's Special Educational Needs code of practice, in consultation with the Headteacher and the Special Educational Needs Co-ordinator.
 11. To recommend to the Governing Body the times for the start and finish of the school day and the lunch-time period, together with the dates for the beginning and end of school terms and half-term breaks.
 12. To review and make recommendations concerning the arrangements for the admission of pupils to the School, including reviewing the Admissions Policy of the School, such Admissions Policy only to be altered by a resolution of the full Governing Body, and after any required consultation is complete. This should also include reviewing and making recommendations on the Planned Admission Number (PAN).
 13. To oversee the INSET provision for both teaching and support staff.

Appendix E

Resources Committee (incorporating the Audit Committee)

Membership

A minimum of five Governors plus the Headteacher. The Business Manager and Finance Manager will be in attendance.

Chair

Any Governor serving the committee other than the Headteacher, but usually the Vice Chair of the Governing Body

Clerk

The Finance & Premises Assistant

Quorum

Three members excluding the Headteacher and Staff Governors.

Frequency of Meetings

At least four meetings per year, with extra meeting as needed.

Minutes

To be circulated to members of the committee and to the Governing Body.

Terms of Reference

1. To advise the Governing Body on the application of the Annual Grants and Special Purpose Grants to the Academy in accordance with the Funding Agreement and to ensure that the grants from the EFA are used only for the purposes intended.
2. To ensure that funds from sponsors are received according to the academy's Funding Agreement, and are used only for the purposes intended
3. To advise the Governing Body on financial strategy and policy within the resources available.
4. To receive, consider and present to the Governing Body annual estimates of the School budget and the annual end of financial year statements.
5. To receive regular reports on the School's income and expenditure showing a comparison of these against the annual budget, cashflow and financial forecasts beyond one year
6. Reviewing and then recommending the annual accounts for approval by the Governing Body.
7. To receive regular reports on Internal Control systems from Juniper Education Ltd. via the Business Manager.
8. To review the financial procedures within the School, taking into account any recommendations made in Internal Control review reports and by the Auditors.
9. To advise the Chair of Governors on the letter to accompany the audited accounts and to implement any suggestions in relation to any comments made by the Auditors.
10. To agree variations between budgets.
11. To consider and present to the Governing Body the Academy's Financial Regulations.
12. To make recommendations to the Governing Body concerning the general condition, usage and development of the school buildings and their fabric and sites
13. Consider and process any project to improve existing or to provide new facilities.

14. Quality assuring the process of appointing the Headteacher and the Business Manager
15. Receive reports from the Health and safety Committee annually.
16. Review the School's Health and Safety Policy
17. To keep under review policies relating to the employment, recruitment, selection, appointment, promotion, appraisal, grievance, discipline, redundancy and early retirement, remuneration and terms and conditions of employment of all staff.
18. To recommend to the Governing Body any changes necessary to fulfil current employment legislation.
19. To receive, consider and make recommendations to the Governing Body on the overall staffing provision of the School, including the management structure and any redundancy proposals.
20. To ensure that arrangements are in place for the induction of new staff.
21. To ensure that all staff are advised of their pension rights.
22. To recommend the adoption of policies related to equal opportunities and diversity in relation to the staff of the School.
23. To offer a route for formal feedback from staff leaving the School.
24. To consider any other matters relating to the terms and conditions of employment of all staff at the School.
25. To approve a charging and remissions policy for pupils' extra-curricular activities.

In addition, the Resources Committee will assume the role of the Audit Committee

Appendix F

Governors Pay Appraisal Committee

Terms of Reference

Delegation of Function

The Governing Body shall establish a Pay Committee to set the Pay Policy for the School and to implement the approved Pay Policy in respect of the pay for all staff

Membership

The Chair of the Governing Body, minimum of three other Governors (other than Staff Governors and normally including the Chair of Resources) and the Headteacher

Chair

The Chair of Governors.

Clerk

HR Manager

Quorum

Three Governors (excluding the Headteacher).

Frequency of Meetings

One meeting by 31st October in the Autumn Term to ratify and determine pay progression decisions for teaching staff and one by 31st March for support staff. Further meeting by 31st December to determine any UPS application decisions. And to meet otherwise as necessary.

Minutes

The minutes are to remain confidential with the Committee until any appeal hearings have been completed when they will be made available to any non-staff member of the Governing Body who wishes to see them. A report will be made to the Governing Body about decisions that are taken but will not be subject to debate to prevent prejudicing any subsequent appeal against a pay decision.

Terms of Reference

- To determine the Pay Policy for the School;
- To advise the Governing Body/Resources Committee on current and future pay level;
- To ratify appropriate salary ranges and starting salaries for Lead Practitioners, and members of the leadership group;
- To ratify annual pay progress for teachers (by 31 October at the latest) and support staff (by 31st March at the latest) as set out in the Pay Policy, ensuring that the Headteacher's proposals are supported by performance management evidence
- To determine annual pay progress for the leadership group by 31 October taking into account the recommendations of the Headteacher;
- To determine the application of national inflationary increases as required; and
- To receive and monitor data, and report to the full Governing Body.
- To monitor the implementation of the teacher appraisal and performance review arrangements.

Appendix F Continued

Headteacher's Appraisal Committee

Terms of Reference

Delegation of Function

The Governing Body shall establish a Committee to assess the Headteacher's Performance, set objectives and make decisions on any pay award above the national pay award applied in any given year for all teaching staff.

Membership

The Chair of the Governing Body, minimum of two other Governors (other than Staff Governors and normally including the Chair of Resources)

Chair

The Chair of Governors.

Quorum

Three Governors

Frequency of Meetings

One meeting a year, in the Autumn term.

Minutes

The minutes are to remain confidential to non-staff governors.

Terms of Reference

- To receive a report from an independent reviewer on the Headteacher's performance against the objectives agreed for the year under review. The independent reviewer will have carried out interviews with a range of school staff and may take into account the views of other stakeholders to inform their assessment
- On the basis of that report and their knowledge of the Headteacher's and the School's performance from their governance of the School, to determine annual pay progress for the Headteacher by 31 December;
- To provide verbal feedback (to be followed by a written report) to the Headteacher on Governors' assessment of their performance and their pay decision
- To discuss and agree with the Headteacher their current year's objectives

Appendix G

Students' Discipline Committee

Membership

The Students' Discipline Committee shall consist of not less than three members of the Governing Body, none of whom shall be the Headteacher.

Chair

A Governor except the Headteacher.

Clerk

Clerk to the governing body or an independent clerk

Quorum

Three members.

Frequency of Meetings

As required.

Minutes

The minutes will remain confidential to the committee members until after any appeal hearing has been completed, when the minutes of the committee and the appeal hearing will be made available to any member of the Governing Body. A report of actions taken will be given to the Governing Body by the Chair at the appropriate Governing Body meeting.

Terms of Reference

1. To be informed by the Headteacher of any exclusion for more than an aggregate of five School days in any one term or where a pupil will miss a public examination because of his/her exclusion, and of the reasons for the exclusion.
2. To be informed by the Headteacher where an exclusion that was originally for a fixed period is to be made permanent and of the reasons for this decision.
3. Where the Headteacher has decided to institute a permanent exclusion, to consider whether the pupil should be reinstated immediately, reinstated by a particular date, or not reinstated, irrespective of any representation from the parents and to work within any time scale laid down in DfE regulations.
4. To hear any representations from parents about a fixed term exclusion under five School days, or where the fixed term exclusion exceeds five School days or prevents a pupil taking an examination.
5. To nominate a Governor to act in a formal capacity.

Appendix H

Shenfield High School Staff Hearings and Appeals Panel

Membership

This is not a standing Committee of the Governing Body, therefore has no permanent membership. When required to convene, the Panel will have an odd number of members and a minimum of three members of the Governing Body, none of whom shall be the Head or a staff governor. They can be but do not need to be the same members who sit as the Resources Committee and must not be when they have been involved in any investigation or prior decision which the Panel has to consider. Where the Head is not involved in presenting the case or is not the person under consideration, she or he can give advice to this Panel. Governors convened to sit as this Panel will usually be appointed on an occasion by occasion basis by the Chair of the Governing Body from a list approved by the Governing Body. Different governors will be called upon to deal with different stages of any appeal which goes beyond the first stage.

If the conduct of the Head is under consideration, the Panel shall include an independent member who is not otherwise connected with the School.

Chairmanship

Any governor serving the Panel.

Clerk

HR Manager

Quorum

Three members.

Frequency of Meetings

As and when required.

Minutes

The minutes will remain confidential to the Panel members until after any appeal hearing has been completed, when the minutes of the Panel and the appeal will be made available to any member of the Governing Body. A report of actions taken will be given to the Governing Body by the Chairman at the appropriate Governing Body meeting.

Terms of Reference

1. To make any decisions relating to any member of staff other than the Head, under the Governing Body's Staff Management policies.
2. Consider such staff grievance cases as may be referred to the Panel in accordance with the School's Grievance Procedures.
3. Consider such staff capability cases as may be referred to the Panel in accordance with the School's Capability Procedures.

4. Consider such staff disciplinary cases as may be referred to the Panel in accordance with the School's Disciplinary Procedures.
5. Consider any other appeal from staff against the decision of the Headteacher, as provided for in other school policies (eg flexible working policy, probation policy).
6. Consider any other appropriate staff-related incidents or disputes at the request of the Head or Chair of Governors.
7. Suspend any person employed to work at the School where, in the opinion of the Panel or the Head, exclusion from the School is required and be informed of such a suspension where it is undertaken by the Head.
8. Determine any suspension where this is considered the appropriate action and inform the Head of this action.
9. Terminate the employment of any person employed at the School as determined by the Panel, where the decision to terminate rests with the Panel rather than the Head.
10. Hear any appeal against decisions made by the Head or the Panel in accordance with the School's Grievance, Capability or Discipline Policies. In this latter instance, the Appeal panel will consist of a minimum of three governors, none of whom should have had any prior involvement in the matter and should not be a staff governor.
11. Make any decisions under the Governing Body's procedures where the Head is the subject of the action

Advice

*It will be usual practice for the Panel to seek and act only upon the advice of **Essex County Council Education HR Service** when acting in this capacity.*

Appendix I

PAY APPEALS COMMITTEE

Delegation of Function

The Governing Body shall establish a Pay Appeals Committee to deal with all appeals against pay decisions.

Clerking

The meeting of the Pay Appeals Committee should be minuted.

Membership

This is not a standing Committee of the Governing Body, therefore has no permanent membership. When required to convene, the Panel will have a minimum of three members of the Governing Body, none of whom shall be the Head or a staff governor, or a governor who attended the Pay Committee meeting that took the decision being appealed.

The Headteacher may attend all proceedings of the Pay Appeals Committee for the purpose of providing information and advice (except where the appeal is in respect of his/her own salary, where s/he will attend for the purposes of making his/her case).

Quorum

Three Governors

Terms of Reference

- To determine formal appeals against pay determinations in accordance with the Appeals Procedure set out in the Pay Policy.

Appendix J

GOVERNOR DATES FOR CALENDAR 2022/23

September	22 nd	Thursday	Full Governing Body	4:30 pm
October	4 th	Tuesday	In-house Training	5:00 pm
	13 th	Thursday	Pay	8:30 am
	13 th	Thursday	Resources	9:30am
	20 th	Thursday	Standards and Performance	4:30 pm
November	7 th	Monday	Headteacher's Appraisal	12:30 pm
December	2 nd	Friday	Resources	8:30am
	6 th	Tuesday	Full Governing Body	4:30 pm
	8 th	Thursday	Governors' Monitoring Visit	All day
	13 th	Tuesday	AGM	4:30 pm
January	19 th	Thursday	Standards and Performance	4:30 pm
	24 th	Tuesday	Strategic Meeting	5:00 pm
February	10 th	Friday	Resources	8:30am
	21 st	Tuesday	Governors' Monitoring Visit	All day
March	9 th	Thursday	Pay	8:30 am
	14 th	Tuesday	In-house training	5:00 pm
	23 rd	Thursday	Full Governing Body	4:30 pm
April	28 th	Friday	Resources	8:30am
May	2 nd	Tuesday	Standards and Performance	4:30 pm
June	13 th	Tuesday	In-house training	5:00 pm
	28 th	Wednesday	Governors' Monitoring Visit	All Day
	30 th	Friday	Resources	8:30am
July	6 th	Thursday	Full Governing Body	4:30 pm